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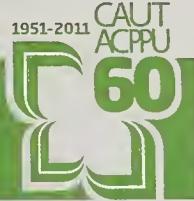
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CAUT ACPPU BULLETIN

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CAUT Concerned about Proposed Research Misconduct Policy Changes

In its submission to a federal review of granting council policies on research integrity, CAUT has expressed concern for the absence of requirements that institutions uphold academic freedom and act in a manner consistent with collective agreements.

"We congratulate the granting councils' effort to update their policies on research misconduct and research integrity as requested by the industry minister in 2008," said James Turk, executive director of CAUT. "But we are concerned that the draft revisions are silent on academic freedom and on the need for university and college administrations to respect their collective agreements."

Academic freedom is an essential part of the environment that supports and promotes the responsible conduct of research, CAUT said in its written submission.

CAUT also called for broadening the section on conflict of interest to include potential institutional conflicts, not just those of individual researchers.

"Institutions may experience pressures to attract particular research funding or certain types of research activities," Turk said. "These may compromise their independence and the public trust. Institutions must ensure the responsible conduct of research is not compromised by real, potential or perceived institutional conflicts of interest."

Also flagged in CAUT's submission are a

series of proposals for handling allegations of misconduct, initiating investigations and determining how judgments are made.

"For anything that can lead to discipline, it

is vital that the entire process be consistent with the collective agreement to ensure fairness for the accused and for those bringing forward the allegations," Turk said. ■

L'ACPPU juge préoccupants les changements proposés en matière d'inconduite en recherche

DANS son mémoire présenté dans le cadre d'un examen fédéral des politiques des organismes subventionnaires en matière d'intégrité de la recherche, l'ACPPU déplore l'absence de dispositions obligeant les établissements à protéger la liberté académique et à agir de manière à se conformer aux conventions collectives.

« Nous félicitons les conseils subventionnaires pour leurs démarches entreprises en vue d'actualiser leurs politiques sur l'inconduite en recherche et l'intégrité de la recherche, comme l'avait demandé le ministre de l'Industrie en 2008 », a déclaré le directeur général de l'ACPPU, James Turk. « Nous nous inquiétons toutefois que les projets de révision ne fassent aucune mention de la liberté académique et de la nécessité pour les administrations des universités et des collèges de respecter les conventions collectives de leurs employés. »

La liberté académique est une partie essentielle d'un environnement qui encourage et favorise la conduite responsable de la recherche, peut-on lire dans le mémoire de l'ACPPU.

Celle-ci demande également dans son document d'êtendre aux conflits institutionnels potentiels l'application des dispositions régissant les conflits d'intérêts, et de ne pas les limiter aux conflits concernant les chercheurs.

« Des pressions s'exercent parfois sur les établissements pour qu'ils attirent certaines formes de financement pour des projets de recherche ou certains types d'activités de recherche, ce qui risque de compromettre leur indépendance et leur lien de confiance avec

le public », souligne M. Turk. « Les établissements doivent faire en sorte que le déroulement responsable de la recherche ne soit pas compromis par des conflits d'intérêts réels, potentiels ou apparents. »

L'ACPPU met également de l'avant une série de propositions sur la façon de traiter les allégations d'inconduite, la conduite des enquêtes et le prononcé des jugements.

« Tout processus pouvant mener à des mesures disciplinaires doit obligatoirement se poursuivre dans le respect de la convention collective de manière à garantir un traitement équitable à l'inculpé et aux personnes qui formulent les allégations », selon M. Turk. ■

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Letters to the Editor

Letters for publication are welcome. Letters should address a specific article, comment, or letter that recently appeared in the paper or be tied to recent events. Letters are limited to 300 words and may be edited for length and clarity. Include your name, address and phone number. Anonymous letters will not be accepted. Submissions that are considered potentially libellous will not be published. We read every letter we receive and every letter gets equal consideration. Publication is at the sole discretion of CAUT. If your letter is accepted for publication, you will be contacted.

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La rédaction du Bulletin invite les lecteurs à lui écrire. Les lettres doivent porter sur un article, un commentaire ou une lettre précis qui sont parus dans le Bulletin ou qui ont trait à des actualités récentes. Les textes, dont la longueur est limitée à 300 mots, pourront être révisés par souci de clarté et de concision. Veuillez indiquer vos nom, adresse et numéro de téléphone. Nous ne publierons ni les lettres anonymes ni les textes que nous estimons potentiellement diffamatoires. Nous lisons avec une même attention toutes les lettres que nous recevons. L'ACPPU se réserve le droit de choisir celles qui seront publiées. Nous communiquerons avec les auteurs des lettres qui seront publiées.

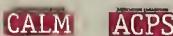
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COMMENT OPINIONS

COMMENTARY

Too Much Information

Cutting-edge researchers aren't necessarily the best teachers, argues Alan Ryan.

In a previous existence, I chaired selection committees for research fellowships in all sorts of subjects about which I knew next to nothing. This wasn't to improve my education but so that I could vouch for the integrity of the proceedings if a candidate challenged our fairness or open-mindedness. I did learn a bit about what was happening at the frontiers of knowledge, and something about current research fashions, too. But the experience fuelled my scepticism about the usual platitudes concerning the connections between research and teaching — not about research, nor about teaching, but about how they connect.

With all the emphasis on "the student experience," and the assumption that the way for faculty to improve the student experience is overwhelmingly a matter of training ourselves to be better teachers, a bit of realism about how the faculty experience one another and their work mightn't go amiss. All this, of course, without prejudice to Clark Kerr's definitive statement of almost half a century ago — sex for the students, parking for the faculty and football for the alumni. How that American prescription might translate into UK terms today is another matter.

Interviewing candidates in some subjects — sexuality in ancient Greece, say — was good fun: animated discussions, everyone piling in, impossible to hold the interview to the allotted half hour. Interviewing candidates in some others — low-temperature experimental physics, say — was less fun: distinguished interviewers would ask a couple of questions about exactly what techniques were being used, receive brief, well-informed and thoughtful answers, and fall silent. Prolonging the discussion beyond 15 minutes was almost impossible.

Why? Most obviously because in the sciences the distance between an undergraduate education and the "frontiers of knowledge" has grown immeasurably in the past half-century. This has all sorts of consequences, of which one is the length of a graduate education in the sciences; four years of doctoral work and two to four years of postdoctoral work seem to be the minimum. Another is that many disciplines are loose federations of sub-specialisms, whose practitioners can talk to each other about the basics of their discipline but whose research is barely intelligible to practitioners of different sub-specialisms. It's like a modern high-tech hospital; you'd no more let a spinal surgeon loose on a brain tumour than you'd give it to your local car mechanic.

In other disciplines there isn't a frontier of knowledge in quite the same sense to be reached. The corpus of available Greek literature that has escaped the ravages of time is finite and scholars have just about all of it under their belts. Inter-



pretations of that finite corpus are another matter; they are, if not infinite, certainly indefinitely many. Nor is there any particular technique likely to yield insights that will be definitive, irresistible, part of a cumulative project of explaining everything there is to explain about Greek literature. Physicists may fantasize about finally reaching the "theory of everything," but it is unimaginable that anyone will produce the definitive way to read Aeschylus.

What follows? A lot of things. One is that the idea that you have to do research to be a good teacher at university level is false, or, more guardedly, full of ambiguities. If your research is all but impossible to explain to your colleagues, the point of struggling to explain it to undergraduates is not obvious — as distinct from giving them some idea where the subject might be heading in five years. The kernel of truth in the usual platitudes is that you shouldn't be teaching the next generations of students if your entire stock of knowledge is what you learned as an undergraduate and your interest in what you are teaching expired the day you graduated. You need to be animated by some sense of why anyone would either want or need to know what you are trying to teach them, and some sense of what lies beyond your own knowledge. You need to be a decently equipped scholar, but not to be habitually out there on the frontier. The best higher education in the world is provided by the top US liberal arts colleges; they produce a very high proportion of graduate students in the sciences, but the professors who produce those students are not themselves doing the same research they would be doing at MIT or Caltech.

All this, of course, is on the supposition that what's being taught is distinctively "higher" than what gets taught at secondary school; much, perhaps

most, of what happens in higher education isn't, and rightly. Basic Spanish and Russian are basic Spanish and Russian; the "student experience" of learning languages from scratch, much like the student experience of learning calculus, statistical methods and a whole lot else from scratch, really is something to which devoted, sympathetic and hard-working teachers make all the difference: not deep scholars, not cutting-edge researchers.

You may strike lucky and get someone like the schoolmasters of genius you might have found teaching you Greek or calculus; then your student experience will be something to treasure. More realistically, students have the right to expect that the hard-pressed, underpaid and probably anxious graduate student who is more likely to be taking their language and stats classes will have been taught how to teach, will be carefully mentored, not be given too many classes, and so on.

What that needs, as we all know, is not the Higher Education Academy, not striking new forms of pedagogy, but resources that no UK government has been willing to provide. Princeton can do it; US public education mostly can't. Liberal arts colleges take it for granted; for-profit schools don't. Not much to do with the frontiers of knowledge, a lot to do with knowing what the job is and giving people the tools to do it. And making sure the job is attractive enough for them to wish to use the tools when they have them. ■

Alan Ryan is emeritus professor of political theory, University of Oxford.

This article first appeared in the 11 August 2011 edition of Times Higher Education (timeshighereducation.co.uk). Reprinted with permission.

The views expressed are those of the author and not necessarily CAUT.

PRESIDENT'S COLUMN

Academic Librarians Are under Attack



By WAYNE PETERS

THIS is not the first time the above headline appears in this forum. My predecessor, Penni Stewart, penned an article for the *Bulletin* with the same title in December 2009. While the headline was certainly true then, it is disturbingly more so today. We cannot ignore the troubling circumstances facing academic librarianship at our universities and colleges and the need for all academic staff to vigorously defend this integral part of the academy.

Professional academic librarianship has become prey to bean-counting managers who see technology not as a tool to enhance our institutions' teaching, scholarship and research but as a money grab, even when it contributes to the destruction of our libraries and academic librarianship. At a time when we are flooded with streams of information coming at us in all forms and from all sources, it is extremely odd and contradictory that librarians would be deemed less than essential.

“

It is incumbent on every non-librarian, academic staff member to rethink how librarians are perceived & portrayed on our campuses.

In her article, Penni cited a number of ways in which attacks on academic librarians occur. Their jobs are being deskilled, unbundled and, often, simply eliminated by library administrators. In the process, much of the work generally recognized as the responsibility of professional academic librarians is being reassigned to lesser-trained staff or is being outsourced to external agents. There are attempts to devalue the specialized skills typically held by academic librarians and to treat them as “generalists” in an effort to increase management flexibility within the organization.

Library administrators typically point to two motivations as rationale for this transformation. The first is the need to cut budgets. The second is the availability of new information technologies that can be used to transform how libraries operate. When challenged to move their institutions forward in this information-intensive age, administrators are generally quick to employ new technologies in pursuit of enhanced service offerings.

The troubling reality though is that the implementation of such technologies is almost always seen as providing desirable opportunities to reduce budgets. To this end, administrators seize the chance to use technology to justify the widespread de-skilling and unbundling of professional academic librarian work.

This then allows them to either reassign work to lower-paid, non-academic librarian staff or eliminate tasks from academic librarians' normal responsibilities. Either way, the end result is that our institutions end up with far fewer academic librarians on staff who are providing much less expert support to the institution's teaching, scholarship and research and contributing much less of their own academic work to the

greater academic good. For our institutions, though, the budget-cutting goal is accomplished.

Of course, both information and our libraries are evolving with technology but the fundamental principles which underpin professional academic librarianship remain the same; they transcend technology platforms. All information is for use. It must be made available to as many users as possible and with as few barriers as possible while saving the user time and effort. It must be adaptable to new carriers and formats. It must be provided with an understanding of any biases. And, in all of this, it is the work of academic librarians which helps describe, retrieve and manage this information for the benefit of the academy.

It seems now that the discussions occupying library directors are more about using technology to fit corporate and marketing interests while aiming to increase traffic through library doors, yet ignoring the quality of service provided. The technology is driving the discussion to focus more on the packaging and delivery of the information than on the content, which is what academic librarians provide and, more importantly, what they understand.

This technology-over-librarians mentality ultimately has disastrous impacts on the quality of the academy. Academic librarians are integral to all of its teaching, scholarship and research, both in support of academic staff right across our campuses and in pursuit of their own teaching, scholarship and research efforts as trained academics.

Academic staff associations must work hard at the bargaining table to achieve language to protect academic librarianship. A critical piece of this is language that recognizes academic librarians as full members of the academy with all the rights and protections afforded to other academic staff colleagues. Associations must work even harder to defend this language at all times.

Most important, it is incumbent on every non-librarian, academic staff member to rethink how librarians are perceived and portrayed on our campuses. Do we see them as information agents whose sole role is to support our students and our work? Or do we see them as academics in their own regard who serve the academy as our colleagues? ■

LE MOT DU PRÉSIDENT

Péril en la demeure des bibliothécaires

Par WAYNE PETERS



Il incombe à tous de repenser les façons dont les bibliothécaires sont perçus et décrits sur nos campus.

et paradoxal que le rôle des bibliothécaires puisse être jugé moins qu'essentiel.

Dans son article, Penni énumérait diverses manières dont les coups sont portés contre les bibliothécaires académiques. Leurs fonctions sont dégroupées et leurs postes sont déqualifiés quand ceux-ci ne

sont tout simplement pas éliminés par les administrateurs des bibliothécaires, de sorte à accroître la marge de manœuvre de la direction des établissements.

De façon générale, les administrateurs des bibliothécaires invoquent deux raisons pour justifier cette transformation : la nécessité de couper dans les budgets et l'accès à de nouvelles technologies de l'information permettant de moderniser le fonctionnement des bibliothécaires. Mais lorsqu'ils sont mis au défi de faire évoluer leurs établissements en effet, c'est axée sur l'information, les administrateurs sont généralement prompts à favoriser les nouvelles technologies dans le but de bonifier les services offerts à leur clientèle.

Cette réalité est d'autant plus troublante que le recours à ces technologies est presque toujours perçu comme le moyen privilégié pour réduire les budgets. D'ailleurs, les administrateurs saisissent l'occasion de faire appel à la technologie pour justifier la déqualification et la décomposition généralisées du travail des bibliothécaires académiques, ce qui leur permet ensuite de réaffecter ce travail à du personnel de bibliothèque moins rémunéré ou d'éliminer des tâches

relevant normalement des bibliothécaires académiques.

Mais dans un cas comme dans l'autre, nos établissements se retrouvent en fin de compte avec des effectifs bibliothécaires largement diminués, beaucoup moins aptes à offrir un appui expert à l'enseignement, au savoir et à la recherche, et consacrant une portion beaucoup moins importante de leur travail professionnel à l'intérêt supérieur du milieu académique. Pour les dirigeants de nos établissements soucieux de sabrer dans les budgets, cependant, c'est mission accomplie.

S'il va sans dire que l'information et nos bibliothécaires évoluent au diapason de la technologie, les principes fondamentaux sur lesquels reposent la profession de bibliothécaire académique demeurent inchangés ; ils transcendent les plateformes technologiques. Toute l'information est destinée à être utilisée.

Elle doit être rendue accessible au plus grand nombre d'utilisateurs possible, avec le moins d'entraves possible, dans un minimum de temps et avec un maximum d'efficacité. Elle doit pouvoir s'adapter aux nouveaux supports et formats. Elle doit être fournie de manière à faire comprendre tout élément de subjectivité dont elle peut être em-

prise. Et dans tout cela, ce sont les bibliothécaires académiques qui contribuent à décrire, à extraire et à gérer cette information au bénéfice de la communauté académique.

Il semble maintenant que, dans leurs discussions, les administrateurs des bibliothécaires cherchent davantage à faire des choix technologiques en fonction des intérêts généraux et commerciaux de leurs établissements tout en visant à augmenter le taux de fréquentation des bibliothécaires, mais faisant fi de la qualité du service offert. La technologie pousse les gestionnaires à s'intéresser davantage aux moyens de présenter et de fournir l'information qu'à son contenu, ce que les bibliothécaires académiques sont chargés de faire et, surtout, ce qu'ils comprennent.

Cette mentalité qui privilie la technologie au détriment des bibliothécaires se traduit en bout de ligne par une détérioration désastreuse de la qualité du milieu académique. Les bibliothécaires contribuent à part entière à l'enseignement, au savoir et à la recherche dans leur ensemble, dans la mesure où ils soutiennent les droits du personnel académique dans tous

La profession de bibliothécaire académique est devenue la proie des gestionnaires « petits comptables » pour qui la technologie est un moyen de faire un coup d'argent plutôt qu'un outil pour renforcer l'enseignement, le savoir et la recherche dans nos établissements, même lorsqu'elle contribue à la désintégration de nos bibliothécaires et de la profession de bibliothécaire. À l'heure même où des flux d'informations se déversent sur nous sous toutes les formes et à partir de toutes les sources possibles, il est à la fois très étonnant

Voir PÉRIL à la page A7 ➔

NEWS ACTUALITÉS

US Admission Decisions Distorted by Preference for 'Revenue Students'

ADMISSIONS officials admit a "clash of values" is emerging on American campuses as recruiters increasingly skip over modest income applicants with higher grades in favor of weaker performing students who do not require financial aid or who can be charged higher tuition fees.

A survey of 462 top admissions officials at a range of nonprofit colleges and universities released Sept. 21 by Inside Higher Ed reveals they are seeking "revenue students" more than ever before, and shifting away from academic rigor in vetting applicants.

Among all sectors of higher education, out-of-state and internation-

al students are now being aggressively recruited because they pay higher tuition fees. The survey findings show a very high proportion of admissions directors who see recruiting more out-of-state students as a key admissions strategy (53 per cent at public doctoral and master's institutions) and recruiting outside the United States frequently focuses on those who can pay full price.

This means schools are using or moving towards using agents, who are commonly paid in part on commission, to recruit international students, even though most respondents opposed the practice.

Lloyd Thacker of the Education

Conservancy, a nonprofit founded to improve college admissions, said the shift in values among admissions directors and officers for applicants with cash instead of merit was a concern.

"We need to ask ourselves why we are doing what we are doing. And if we can't answer that, we should go sell cars," he told Inside Higher Ed.

Federal law bans the use of commission-based agents to recruit American students, but does not apply for overseas recruitment.

The survey results also show many admissions officers saying they are under pressure from senior administrators, trustees, development of-

ficers, and big donors to admit certain students with lower grades and test scores, including athletes and children of alumni.

"The process for admitting students has to focus on interest and ability, not the size of a person's wallet," said CAUT executive director James Turk. "Academic integrity is threatened when admissions officers lose sight of this important fact." ■

ON THE NET

The 2011 Inside Higher Ed Survey of College and University Admissions Directors is available at www.insidehighered.com/news/survey.

L'Université Dalhousie renonce à Turnitin.com

L'UNIVERSITÉ Dalhousie a annoncé qu'elle ne renouvelera pas sa licence avec le service d'exploitation du logiciel anti-plagiat Turnitin.com sur Internet.

Le dirigeant principal de l'information de l'établissement a invité des préoccupations quant à la protection des renseignements des étudiants, que la société mère iParadigms peut être appelée à divulguer aux organismes d'application de la loi.

Étant une société américaine, iParadigms est tenue, en vertu de la US Patriot Act, de divulguer sur demande des autorités gouvernementales tous les documents auxquels elle a accès, sans pouvoir en avertir les personnes visées.

« Non seulement la vérification des travaux des étudiants par le logiciel Turnitin expose-t-elle ceux-ci à la surveillance du gouvernement américain, mais l'entreprise archive ces documents et les ajoute à sa base de données augmentée dans le but de commercialiser son service », dénonce le directeur général de l'ACPPU, James Turk.

L'ACPPU n'a cessé d'exprimer ses inquiétudes sur la protection et la confidentialité des documents et dossiers des professeurs et des étudiants qui sont hébergés sur les serveurs des filiales de sociétés américaines.

« Il importe de noter qu'en l'occurrence le problème n'est pas le lieu où ces informations personnelles sont stockées ni le fait qu'elles soient en la possession d'une entité américaine », explique M. Turk. « La loi permet aux autorités policières et aux agences de sécurité des États-Unis d'avoir accès à des renseignements ou dossiers personnels acquis par toute filiale d'une société américaine — peu importe que l'information soit stockée ou non aux États-Unis. »

Plus de 2 500 établissements post-secondaires par le monde utilisent Turnitin pour s'assurer de l'originalité des travaux des étudiants, et l'entreprise se vante de compter dans ses archives plus de 150 millions de ces documents. ■

Litige sur la retraite obligatoire à l'UPEI

AU terme d'une longue bataille entourant la retraite obligatoire, l'Université de l'Île-du-Prince-Édouard (UPEI) a été enjointe de dédommager trois professeurs contraints de partir à la retraite à 65 ans.

En effet, la commission provinciale des droits de la personne a ordonné en septembre dernier que soient versés aux trois professeurs Barry Bartmann, Ronald Collins et Robert O'Rourke plus de 335 000 \$ pour les pertes de salaire et de cotisations de retraite subies ainsi qu'en dommages-intérêts généraux et en dépens.

Selon la décision rendue, l'UPEI doit à M. Bartmann près de 220 000 \$ pour le salaire perdu de 2007 à 2010, et plus de 100 000 \$ à M. Collins pour le salaire perdu de 2008 à 2010. Les deux plaignants devront

également toucher des intérêts sur les revenus perdus.

Quant au troisième plaignant M. O'Rourke, il a retiré sa demande d'indemnisation pour les pertes de salaire subies parce qu'il a trouvé du travail dans l'intervalle et compenser ainsi ses pertes.

Les professeurs ont tous les trois été réintégrés dans les postes qu'ils occupaient auparavant à l'université, mais seul M. Bartmann y est toujours en fonction, les deux autres ayant pris volontairement leur retraite en septembre 2010.

Cette décision est la deuxième que la commission rend sur la question de la retraite obligatoire à l'UPEI. Dans un premier temps, l'an dernier, elle a conclu que l'université avait fait preuve de discrimination envers un autre groupe d'employés forcés de

prendre leur retraite à 65 ans en 2005 et 2006.

La commission a alors tranché en faveur du professeur de psychologie Thomy Nilsson, du professeur de sociologie Richard Wills et de Yogi Fell, une employée au Collège de médecine vétérinaire de l'Antarctique de l'UPEI. L'université a été enjointe de verser près de 700 000 \$ en pertes salariales aux trois employés, qu'elle a, depuis, tous réintégrés dans leurs fonctions.

Par suite de la première décision, l'UPEI a suspendu l'application des dispositions relatives à la retraite obligatoire, mais a fait appel des conclusions de la commission concernant la discrimination et le montant de l'indemnisation. Aucun argent n'a été versé à l'un ou l'autre des plaignants.

En février 2011, la Cour suprême de l'I.-P.-É. a rejeté la demande de l'université de retarder le versement des indemnités jusqu'à ce que les questions de fond soient entendues en appel. L'UPEI avait fait valoir que, dans l'éventualité où elle verserait les indemnités exigées et où elles remporteraient par la suite sa contestation judiciaire, il serait difficile pour elle, voire impossible, de recouvrer son argent.

L'université a maintenant porté l'affaire devant la Cour d'appel provinciale et s'est bornée à proposer que le montant de l'indemnisation ordonnée soit déposé dans un compte bancaire en attendant que les tribunaux prennent une décision définitive. L'appel doit être entendu en novembre. ■

English on page A9.

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ERRATUM

In the published version of the 2011-2012 CAUT Almanac of Post-Secondary Education in Canada an error occurred in Figure 1.2 and 1.4. The errors have been corrected in the online version. The corrected figures can be downloaded at www.caaut.ca

Dans la version imprimée de l'Almanach 2011-2012 de l'enseignement postsecondaire au Canada de l'ACPPU, certaines données des graphiques 1.2 et 1.4 sont incorrectes. Ces erreurs ont été corrigées dans la version en ligne et de nouveaux graphiques peuvent être téléchargés à www.acppu.ca.

NEWS ACTUALITÉS

Barrick Slapped over SLAPP Suit

Court orders payment in mining company's lawsuit against authors.

A QUEBEC court has ruled that Barrick Gold Corporation must pay three authors for its conduct in a defamation suit on a book criticizing Canadian mining practices in Africa.

The decision in this significant freedom of expression case under Quebec's new anti-SLAPP measures represents a victory for the authors of *Noir Canada: Pillage, corruption et criminalité en Afrique* and their French publisher, Éditions Écosociété, who were sued for \$6 million by mining giant Barrick Gold.

On August 12, 2011, the Quebec Superior Court ruled that "Barrick seems to be trying to intimidate authors" and that such conduct was "apparently abusive."

The actions that led to the court's conclusion include: Barrick's threatening a lawsuit prior to having read the book; seeking \$6 million in damages (far above the \$25,000 previously awarded); and, requests for lengthy pre-trial examinations.

Another goldmining company, Banro Corporation, has also sued the authors and publisher for \$5 million, claiming defamation.

Quebec is the first jurisdiction in Canada to enact anti-SLAPP (strategic lawsuits against public participation) legislation, intended to enable defendants who believe they are being sued for speaking out or petitioning on a public matter to seek to have the suit dismissed.



SLAPPs are legal action, usually meritless defamation suits, launched against individuals or groups in order to stifle criticism. Anti-SLAPP law is meant to prevent improper legal proceedings that may be excessive, frivolous or vexatious, in their attempts to restrict freedom of expression.

Pierre Noreau, a law professor at the Centre de Recherche en Droit Public à l'Université de Montréal, considers it good news the legislation has been taken seriously by the court, underlying the necessity of defendants having the means to provide a proper defense.

"Not only is this a case about Barrick, Écosociété, and the authors, but it is also about freedom of expression and an intellectual's right to write and to construct an argument publicly," says Noreau. "Academics must have the ability to develop interpretation as part of intellectual debate."

Noir Canada, published in French, has not appeared on bookshelves in English because of similar defamation threats faced by Vancouver-based publisher Talonbooks.

Critics of censorship say the case raises concerns about Barrick's alleged efforts to control information

and results of research about the mining industry and the consequences of the conduct of those industries around the world. Barrick has faced frequent allegations of international human rights and environmental abuses.

Members of the University of Toronto community have publicly protested a multi-million dollar donation from Barrick Gold founder and chairman Peter Munk for the establishment of the Munk School for Global Affairs, pointing to the "libel chill" as one of the ways the funding arrangement affects academic freedom. ■

Barrick débouté dans sa poursuite-bâillon

Le géant minier est débouté en Cour supérieure du Québec dans sa poursuite contre des auteurs.

La Cour supérieure du Québec a ordonné à la société aurifère Barrick Gold Corporation de verser une provision à trois auteurs pour les frais de l'instance en diffamation intentée contre eux après la publication d'un livre critiquant les agissements de certaines sociétés minières canadiennes en Afrique.

Le jugement rendu dans cette importante affaire sur la liberté d'expression en vertu de la loi sur les mesures anti-SLAPP (les poursuites stratégiques contre la mobilisation publique ou « poursuites-bâillons ») constitue une victoire pour les auteurs de *Noir Canada : Pillage, corruption et criminalité en Afrique* et les Éditions Écosociété, à qui le géant minier Barrick Gold

réclamait 6 millions de dollars en dommages-intérêts.

Dans son jugement du 12 août 2011, la cour statue que « Barrick semble chercher à intimider les auteurs » et que la poursuite intentée par la société est « en apparence abusive ». Elle fonde ses conclusions sur les faits suivants : la menace exercée par Barrick d'entreprendre un recours avant même d'avoir lu le livre, la réclamation de 6 millions de dollars en dommages-intérêts (un montant nettement supérieur aux 25 000 \$ accordés auparavant), et la tenue de longs interrogatoires au préalable.

Une autre société aurifère, la Banro Corporation, a également déposé une poursuite en diffamation de 5 millions de dollars contre les auteurs et leur éditeur.

Le Québec est la première juridiction au Canada à s'être donnée une loi contre les poursuites-bâillons afin de permettre aux défendeurs qui, estimant être poursuivis pour s'être exprimés ou avoir pris parti dans le cadre d'un enjeu public, sol-

licitent le rejet de l'action.

Une poursuite-bâillon est une action judiciaire — essentiellement une poursuite en diffamation sans fondement, entreprise contre des individus ou des organismes en vue de faire taire les critiques. La loi régissant ce type de poursuite vise à empêcher qu'une demande en justice mal fondée, abusive, frivole ou vexatoire puisse être formée dans le but de restreindre la liberté d'expression.

Pierre Noreau, professeur de droit au Centre de recherche en droit public de l'Université de Montréal, se félicite que le tribunal québécois ait accordé une grande importance à la loi, confirmant ainsi que la nécessité constitue pour les défendants un moyen de défense valable.

« Cette affaire concerne non seulement Barrick, Écosociété et les auteurs, mais aussi la liberté d'expression et le droit d'un intellectuel d'exprimer ses opinions par écrit et de les défendre publiquement », a-t-il fait valoir. « Les universitaires doivent pouvoir faire entendre

leurs idées dans le cadre d'un débat intellectuel. »

Le livre *Noir Canada* n'a pas encore été publié en anglais à cause des mêmes menaces de poursuites en diffamation qui pèsent sur l'éditeur Talonbooks de Vancouver.

Pour les opposants à la censure, cette affaire conduit à s'interroger sérieusement sur les efforts que Barrick déploierait pour contrôler l'information et les résultats des recherches sur l'industrie minière et les conséquences des pratiques des sociétés minières dans le monde. Barrick a souvent été accusée d'atteintes aux droits humains internationaux et à l'environnement.

Les membres de la communauté de l'Université de Toronto ont protesté publiquement contre le don de plusieurs millions de dollars offert par le fondateur et président de Barrick Gold, Peter Munk, pour la création de la Munk School for Global Affairs, invoquant le spectre des poursuites en diffamation que l'entente de financement brandit sur la liberté académique. ■

Four-Year Deal Ratified at Western Ontario

IT'S a done deal. A strike by librarians and archivists at the University of Western Ontario ended Sept. 23 with an 84 per cent vote in favour of a new four-year agreement.

The library personnel represented by the UWO Faculty Association went on strike Sept. 8 after talks for a new contract failed when their collective agreement expired June 30. Negotiations had been ongoing since April.

Under the latest agreement, the librarians and archivists will receive a six per cent base salary increase over four years.

"I'm pleased to see that the membership has endorsed the deal," said faculty association president Bryce Traister after the announcement of the vote results. "I'm proud of the resilience they demonstrated during this strike."

Western's board of governors has since confirmed it also voted to approve the deal.

Neither side would provide details about how the agreement was reached. ■

The Last Professors

→ From PAGE A10

The cherry on the sundae though belongs to the for-profit institutions, which have made higher education even more accessible by offering e-learning and block courses that easily fit into busy schedules, allowing students to continue working and earning a degree at the same time. These schools have also eliminated research as part of their mission as well as "the figure of the professor from higher education." (p. 89)

They have turned faculty into facilitators whose sole responsibility is to transmit information to students. As a result, the current state of higher education in America is as closely tied to the employment market and corporate values as it was at the turn of the 19th century.

All of these issues deserve more study, but it is clear to Donoghue that further study will not provide a sustainable solution. What was once deemed a sound liberal arts education is no longer considered useful or prestigious. The author's personal perspective helps him make a convincing argument that what is happening to the humanities and academics in these disciplines has a long history, has barely survived several twists in its story, and is in need of reinvention to stay alive.

Then again, is it absolutely necessary to continually reinvent to keep alive a disappearing discipline? What would happen if we just gave up? It is clear to Donoghue that unless there is drastic action to resolve fundamental issues, the humanities and humanities professors will eventually go the way of the dinosaur. ■

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Luciana Marin Wurdemann is a teaching adjunct professor in Italian at Algoma University in Sault Ste. Marie, Ontario.



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PSE Plans & Promises Emerge as Key Provincial Election Issue

POST-SECONDARY education has emerged as an important issue in provincial elections across the country this fall.

In Manitoba, the incumbent New Democratic Party kicked off its campaign with a promise to limit tuition fee increases to no more than the rate of inflation and to boost operating grants by five per cent in each of the next three years. Additionally, in their "contract with Manitobans," the NDP pledged to introduce a 60 per cent tuition fee income tax rebate and triple the amount of money spent on scholarships and bursaries.

The province's Progressive Conservatives committed to keeping tuition fee increases on par with inflation and endorsed creating a system for clear academic credit transfer, so students would be able to easily transfer credits between post-secondary institutions without penalty.

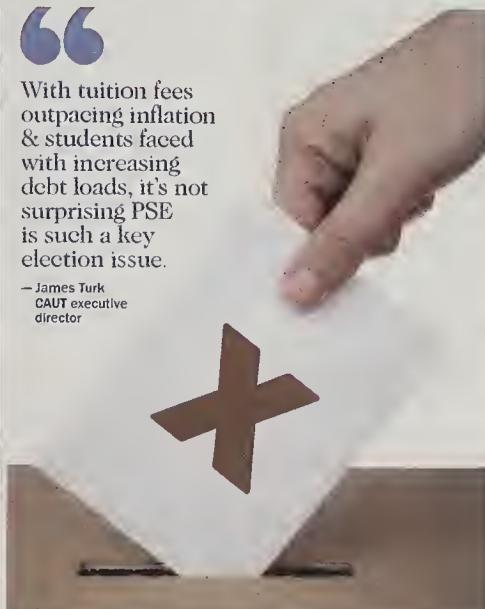
In Ontario, Dalton McGuinty's "if re-elected" Liberals promised to provide a 30 per cent tuition rebate for middle income students, add 60,000 new student spaces, create three new undergraduate campuses, and give Ontario college and university graduates entering the nonprofit sector an additional six-month, interest-free holiday on their student loans.

The rival Progressive Conservative Party called for a greater focus on vocational education and skills training, with an increase in apprenticeship spots and a training credit for employers. In addition, the party promised to ensure that any tuition increases are in line with inflation

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With tuition fees outpacing inflation & students faced with increasing debt loads, it's not surprising PSE is such a key election issue.

— James Turk
CAUT executive director



rates, and over the long haul, create up to 60,000 new post-secondary spaces, as well as raise the income threshold eligibility for student financial assistance and end the foreign scholarship program in order, party rhetoric said, to invest in domestic students.

Meanwhile, the NDP vowed to freeze tuition fees, eliminate interest on student loans and forgive stu-

dent debt for new doctors who set up practices in underserviced rural areas, small towns and remote communities in northern Ontario.

The Ontario chapter of the Canadian Federation of Students issued a report card on each of the parties' platforms on post-secondary education, which was distributed across campuses provincewide.

Prince Edward Island's Liberals

pledged to expand graduate scholarships, eliminate interest on student loans and invest in more programs in rural communities, if reelected.

In a news release issued days before PEI's Oct. 3 vote, the Island Conservatives promised a \$2,500 incentive to post-secondary graduates for every two years they commit to staying and working in PEI for a maximum of four years.

Finally, Newfoundland and Labrador's Conservatives promised to extend the province's tuition freeze by another four years and invest more in student debt relief.

The province's NDP said it would phase out the provincial portion of student loans and replace them with a needs-based grant program, and eventually eliminate tuition fees.

Saskatchewan, which will have its first election by fixed date, will go to the polls on Nov. 7. Party platforms have yet to be released.

"With tuition fees outpacing inflation year after year in most provinces, students and their families are faced with increasing debt loads," said CAUT executive director James Turk. "It's not surprising that post-secondary education is such a key election issue."

Statistics Canada reported in September that tuition fees for full-time undergraduate students increased by 3.1 per cent to \$5,601 in Saskatchewan; by 1.4 per cent to \$3,645 in Manitoba; by 5.1 per cent to \$6,640 in Ontario; and by 2.5 per cent to \$5,258 in Prince Edward Island. Tuition fees in Newfoundland and Labrador remain frozen at \$2,649. ■

Saint-Boniface Now a University

MANITOBA's only French-language post-secondary institution, the Collège universitaire de Saint-Boniface, is no more. The school is now officially the University de Saint-Boniface, or USB.

Billed as the first of its kind in Western Canada in the early 1800s as a school for boys, to 140 years being called Collège de Saint-Boniface, the institution moved forward in April when the Manitoba government introduced legislation to grant the institution full university status.

Under the new act, USB will continue to operate independently while remaining affiliated with Winnipeg-based University of Manitoba, which it helped found with two other colleges in 1877.

"We're very proud of our affiliated relationship with the University of Manitoba, but we are ready for the future," said USB president Raymonde Gagné.

The school's mission and programs remain unchanged and university-level graduates will continue to receive diplomas from the UoM.

"While USB now has the flexibility to widen its partnership network in promoting post-secondary studies in French and raising its institutional profile, the only change on campus is our new name and new status," said Gagné.

USB accepts about 1,200 full and part-time students in a wide range of university programs and vocationally-oriented courses and enrolls nearly 5,400 in a continuing education division. ■

Version française à la page A8.

L'éducation postsecondaire : un enjeu électoral majeur aux élections provinciales

L'ÉDUCATION postsecondaire s'impose comme un enjeu de premier plan dans les campagnes électorales provinciales en cours cet automne.

Au Manitoba, le Nouveau Parti démocratique sortant a lancé sa campagne en promettant de limiter les hausses des droits de scolarité à un niveau ne dépassant pas le taux d'inflation et d'augmenter les subventions d'exploitation de 5 % par an sur les trois prochaines années. De plus, dans son « contrat avec les Manitobains », le parti s'engage à accorder un remboursement de 60 % sur les frais de scolarité postsecondaires admissibles et à tripler les crédits affectés aux bourses d'études et aux bourses d'entretenir.

Les progressistes-conservateurs de la province promettent, quant à eux, de limiter les hausses des frais de scolarité au taux d'inflation et de mettre en place un système de reconnaissance de crédits entre collèges et universités de sorte que les étudiants puissent facilement transférer leurs crédits d'un établissement postsecondaire à l'autre sans être pénalisés.

En Ontario, les libéraux de Dalton McGuinty, « s'ils sont réélus », s'engagent à réduire les frais de scolarité de 30 % pour les étudiants à

revenu moyen, à créer 60 000 places supplémentaires et trois nouveaux campus pour les étudiants de premier cycle, et à accorder aux étudiants diplômés des collèges et universités de l'Ontario qui travailleront dans le secteur sans but lucratif une période de grâce de six mois sans intérêts pour le remboursement de leurs prêts étudiants.

Les rivaux progressistes-conservateurs entendent privilégier l'éducation et la formation professionnelles en accroissant le nombre de postes d'apprenti et en offrant aux employeurs un crédit à la formation. Ils promettent par ailleurs de maintenir les hausses des droits de scolarité dans les limites du taux d'inflation et, à long terme, de créer jusqu'à 60 000 nouvelles places dans les établissements postsecondaires, et aussi d'augmenter le seuil d'admissibilité à l'aide financière et de mettre fin au programme de bourses réservées aux étudiants étrangers afin, comme on peut le lire dans le programme du parti, que ces fonds soient réinvestis au profit des étudiants canadiens.

Quant au NPD, il s'engage à geler les frais de scolarité, à éliminer les intérêts sur les prêts aux étudiants et à annuler la dette d'étude des nouveaux médecins qui pratiquent

dans les régions rurales, les petites localités et les communautés éloignées insuffisamment desservies dans le nord de l'Ontario.

La section de l'Ontario de la Fédération canadienne des étudiantes et étudiants a distribué dans tous les campus de la province un bulletin d'évaluation du programme électoral de chaque parti en matière d'éducation postsecondaire.

Les libéraux de l'Île-du-Prince-Édouard promettent, s'ils sont réélus au pouvoir, d'élargir le programme de bourses d'études supérieures, d'éliminer les intérêts sur les prêts étudiants et d'accroître les programmes dans les communautés rurales.

Dans un communiqué publié quelques jours avec les élections du 3 octobre, les conservateurs de cette province promettent de verser, tous les deux ans, un incitatif de 2 500 \$ aux étudiants diplômés des établissements postsecondaires dans la mesure où ils s'engageront à demeurer et à travailler dans l'île pendant au moins quatre ans.

Finalemant, les conservateurs de Terre-Neuve-et-Labrador promettent de prolonger de quatre ans le gel des frais de scolarité et de contribuer davantage à l'allégement de la dette étudiante.

Le parti provincial du NPD s'engage à éliminer progressivement la portion provinciale des prêts aux étudiants, qu'il remplacera par un programme de bourses d'études fondées sur les besoins, pour supprimer ultérieurement les frais de scolarité.

La Saskatchewan tiendra le 7 novembre prochain ses premières élections à date fixe. Les programmes électoraux des différents partis n'ont pas encore été rendus publics.

« Les hausses des droits de scolarité ne cessant de surpasser le taux d'inflation d'une année à l'autre dans la plupart des provinces, les étudiants et leurs familles doivent composer avec un niveau d'endettement de plus en plus élevé », souligne le directeur général de l'ACPPU, James Turk. « On ne s'entamera pas que l'éducation postsecondaire soit un enjeu électoral aussi important. »

Statistique Canada a annoncé en septembre que les droits de scolarité pour les étudiants inscrits au sein du programme de premier cycle ont augmenté de 3,1 %, à 5 601 \$, en Saskatchewan, de 1,4 %, à 3 645 \$, au Manitoba, de 5,1 %, à 6 640 \$, en Ontario, et de 2,5 %, à 5 258 \$, à l'Île-du-Prince-Édouard. À Terre-Neuve-et-Labrador, les frais sont bloqués à 2 649 \$. ■

Péril en la demeure des bibliothécaires

► Suite de la PAGE A3

nos campus et où, en tant qu'universitaires formés et qualifiés, ils s'acquittent de leurs propres activités d'enseignement, d'étudiation et de recherche.

Les associations de personnel académique doivent travailler ardemment, lors des négociations, à faire inclure dans leurs conventions collectives des dispositions qui non seulement assurent la protection des bibliothécaires et de leur profession, mais qui reconnaissent ces professionnels comme des membres à part entière de la communauté académique et leur garantissent tous les droits et protections consentis aux autres membres du personnel académique. Et les associations doivent redoubler d'efforts pour défendre ces dispositions en permanence.

Qui plus est, il incombe à tous les autres membres du personnel académique de repenser les façons dont les bibliothécaires sont perçus et décrits sur nos campus. Les considérons-nous comme des agents d'information ayant pour seul rôle de soutenir nos étudiants et notre travail? Ou les considérons-nous comme des universitaires et collègues, avec tout ce que cela suppose, ayant pour mission de servir notre communauté? ■

Saint-Boniface devient une université

Le Collège universitaire de Saint-Boniface n'est plus. Dorénavant, l'établissement porte officiellement le nom d'Université de Saint-Boniface (USB).

Considéré comme la première école pour garçons en son genre dans l'Ouest canadien au début des années 1800, après avoir porté le nom de Collège de Saint-Boniface pendant 140 ans, l'établissement a franchi une étape en avril dernier, alors que le gouvernement du Manitoba a présenté un projet de loi visant à lui accorder le plein statut d'université.

En vertu de la nouvelle loi, l'USB continuera de fonctionner indépendamment sur son propre campus tout en maintenant son affiliation avec l'Université du Manitoba (UM), située à Winnipeg, dont elle a participé à la fondation avec deux autres collèges en 1877.

« Conserver ce lien privilégié était important pour nous, mais nous sommes prêts pour l'avenir »,



a déclaré la rectrice de l'USB, Raymonde Gagné.

La mission et les programmes d'études de l'établissement restent les mêmes et les diplômes continueront de recevoir un diplôme de l'UM.

« Bien que l'USB bénéficie maintenant de la souplesse nécessaire afin d'élargir son réseau de partenariats pour promouvoir les études post-secondaires en français et renouveler le profil de l'établissement, le seul

changement sur le campus sera notre nouveau nom et notre nouveau statut », a déclaré Mme Gagné.

L'USB accepte près de 1 200 étudiants à temps plein et à temps partiel dans un large éventail de programmes universitaires et de cours de formation professionnelle et technique, ainsi quelque 5 400 étudiants à la division de l'éducation permanente. ■

English on page A7.

La procédure d'appel du CRSH soumise à une révision judiciaire

Un boursier postdoctoral demande à la Cour fédérale du Canada de revoir la procédure d'appel du Conseil de recherches en sciences humaines (CRSH).

Johannes Wheeldon, chercheur postdoctoral à la Washington State University, sollicite le contrôle judiciaire des concours de bourses postdoctorales du CRSH où les candidats participants ne reçoivent en retour pour toute réponse que deux notes attribuées en fonction de 13 sous-critères.

M. Wheeldon, dont les travaux de recherche portent notamment sur les politiques de justice pénale, a tenté en vain pendant huit mois de comprendre la méthode de notation.

Bien que le personnel chargé du programme du CRSH lui ait fourni par au moins trois fois des explications sur le système de notation des candidatures, affirme-t-il, aucune de ces réponses ne décrivait de façon adéquate comment les comités d'évaluation pondèrent les divers critères utilisés dans le concours. « La dernière explication, que j'ai reçue seulement après avoir essayé sans succès de porter mes résultats

en appel, diffère des informations qui sont communiquées actuellement aux futurs candidats à une bourse postdoctorale. »

D'après la jurisprudence, dans la mesure où la décision d'un organisme subventionnaire est suffisamment motivée, les candidats recalés disposent de peu de recours, fait valoir M. Wheeldon, mais le CRSH ne communique que deux notes assorties d'aucune explication sur la façon dont celles-ci sont établies.

« À moins de connaître la méthode de pondération des divers éléments et les critères d'évaluation particuliers, les candidats ne peuvent réussir à soutenir un appel ou savoir comment perfectionner leurs propositions futures. Ce qui, malheureusement, rend quasiment impossible le recours à des solutions extrajudiciaires. »

Ce n'est pas la première fois que la transparence de la procédure d'appel du CRSH est remise en question, mais, comme le souligne M. Wheeldon, « les candidats qui contestent les décisions des organismes de financement ont peu de succès devant le tribunal fédéral. » Les frais juridiques peuvent à eux

seuls s'élèver à des dizaines de milliers de dollars, sans compter que la cour fait communément preuve d'une grande déférence envers les organismes de financement de la recherche au pays.

Etant donné la nécessité impérieuse des subventions de recherche, M. Wheeldon craint qu'il ne soit contraint de mettre fin à sa carrière d'universitaire canadien avant même qu'elle ne commence. « Je ne prétends pas que je méritais d'obtenir une subvention ni que les candidats retenus n'étaient pas méritaires. Mais le processus suive respecte pas le principe d'équité procédurale requis au Canada. Le CRSH est une plate-forme de financement centrale et essentielle pour le milieu universitaire canadien, qui peut et doit faire beaucoup mieux. »

Un rapport du CRSH publié en 2008 contient de nombreuses recommandations visant à accroître la transparence du système et à indiquer plus clairement les attentes du conseil et les critères de sélection. ■

English on page A9.

New Copyright Bill Gives, Takes Away

AMENDMENTS to Canadian copyright law tabled last month in Parliament will both benefit and hinder the work of educators.

“We’re pleased the government’s latest incarnation of copyright reform, Bill C-11, reflects the priorities of Canada’s academic and research community to expand fair dealing specifically for educational purposes,” said CAUT executive director James Turk. “We’re satisfied this represents a genuine effort to introduce balance in amending the current act, but at the same time we’re disappointed the legislation makes circumventing digital locks an infringement of copyright,

even for lawful reasons such as fair dealing.”

Fair dealing is the right to copy works without permission or payment for a range of purposes. CAUT and its coalition allies have long advocated for the inclusion of education as one of those purposes.

Fair dealing affirms, for example, the right of teachers to use copyrighted materials as part of a lesson. However, if the material is digitally-locked, the anti-circumvention provisions in Bill C-11 would make the same act illegal.

“The bill is not the one we would have written, but with the exception of the digital lock rules, it contains

the kind of necessary compromises we can live with,” Turk said.

“Still, it is mystifying why the government would proceed with anti-circumvention language that content providers don’t want and even the United States is turning away from.”

The final law is expected to be passed by the end of the year.

The last two major copyright revision efforts in Canada took place in 1988 and 1997. ■

ON THE NET
Watch CAUT’s video on Bill C-11, the Copyright Modernization Act, available at www.youtube.com/cautacppu.

Lessons Learned

From PAGE A10

For example, not everyone will be interested in the details of the controversy over the Reserve Officers’ Training Corps at Princeton in the early 1970s – that is, at the time of the Vietnam war – but most will be interested in how its resolution, which took more than two years, relates in part to circumstances, but mostly to the understanding of shared governance on a university campus. At the heart of the process was discussion, consultation and sometimes heated debate with constituents on and off campus. Indeed the matter of discussion, whether within well-structured and well-functioning faculty committees or with experienced faculty at open meetings, recurs at several places in the book.

Bowen highlights the constructive role of active faculty engagement most particularly in the matter of governance, but it is this aspect of Princeton’s character that also earned a caution from university presidents whom Bowen consulted about his book. What worked at Princeton, they warned, may not work as well elsewhere, because specific university cultures do vary, and “if faculty malcontents are allowed to dominate campus governance, they drive away the faculty you want to involve.” (p. 21)

Every one of Bowen’s 11 chapters addresses themes that are worth contemplation if one wants to understand how university presidents consider issues and what they grapple with. Bowen is unusually forthright in several instances, including what he says about presidents’ compensation. He provides examples of controversial speakers on campus, and emphasizes less the right to speak than the right of a campus community to hear, regardless that dissidents would shut out a speaker. His best example of the value of “straight talk” by those in charge (p. 72) is contained in just a footnote. It tells how a senior administrator handled ongoing dissent among administrative staff on the matter of Princeton’s becoming co-educational, though they knew that the trustees had decided in favour of admitting female students.

Bowen’s thoughts on the importance of building faculty are worth reading. They reminded me of McMaster University in the mid-1970s and 1980s, when the president, provost and dean of graduate studies were all involved in the faculty appointment process, in addition to the more typical departmental ones. In my experience, much supports Bowen’s “holistic” (p. 86) view of recruitment and retention, the importance of weighing departmental and university needs equally with the “...absolute” merits of a candidate” (p. 93), and his nuanced toleration of some salary differentials based on market considerations and merit.

Regardless of one’s view on the appropriate degree of involvement of senior administrators in the process to appoint, to advance, and to keep faculty, most academics would agree with Bowen that once trustees receive a recommendation, they should not second guess the suitability of the candidate. Their responsibility lies in assuring that proper procedures exist and are pro-

perly executed, rather than in questioning nominees’ qualifications. Bowen addresses virtually all issues that contemporary universities deal with, from annual budgeting to strategic decision-making. I have no quarrel with his conclusion that balancing of budgets is as much of an art as it is a science, and universities are wise to recognize that funds spent today will impact what can be provided in the future. It is true that institutional strategic plans are often developed, though these can be slow to yield the successes their planners seek.

The author illustrates this conundrum in his candid recounting of what went wrong with Princeton’s new focus on the life sciences in the 1970s. The institution’s approach was gradual for almost a decade, providing incremental funding and investing in junior faculty. Talented young faculty, however, tended to leave for better facilities elsewhere, and to achieve the strategic dream, Princeton had to change its course of action. The major investments that collectively brought success included recruiting leading life scientists, building new laboratories, creating a new department, and committing more faculty positions to it.

Building on this scale, while adequately maintaining other academic and support units, requires fund-raising and friend-raising. Bowen did this well, and was pleased to learn that people will give generously to what they admire and, if I may add, to what they believe in. His cautionary comments on fund-raising are also well chosen, not only because institutional values and institutional mission must govern the kinds of gifts that are accepted, but also because gift agreements must be carefully drafted to avoid future misunderstandings.

Alumni are typically a great source of institutional friendship and support, but Bowen acknowledges that communication with prickly grads can rapidly become stressful in the internet age. So can dealing with undergraduates, among whom advancing educational values and building community have never been easy, even on a residential campus. Given the role of universities in contemporary society, I expect that balancing the competing demands of inclusiveness and accommodating differences among students, will long remain aspects of university life.

What did I like most about Bowen’s book? I found his spare language and blunt honesty refreshing. The view from the top differs from that of other vantages, and Bowen provides valuable insights on the handling of challenges faced by university presidents. I enjoyed his quip that a president should leave office “when there is still a semblance of a band playing” (p. 142), but what resonated the most was his understanding of universities and their importance to the world. Bowen’s book is worth reading, and wise academics will reflect on the lessons he learned. ■

Emoke J.E. Szathmary was president and vice-chancellor of the University of Manitoba between 1990 and 2008. As president emeritus and professor she is continuing her academic appointments in the department of anthropology as well as in the department of biochemistry and medical genetics.

SSHRC Faces Judicial Review of Appeals Process

A POSTDOCTORAL research fellow is asking the Federal Court of Canada to review the appeals policy of the Social Sciences and Humanities Research Council.

Johannes Wheeldon, a post doc at Washington State University, is seeking judicial review of SSHRC's postdoctoral fellowship competitions in which the only feedback provided to applicants are two scores based on 13 sub-criteria.

Wheeldon, whose research interests include crime and justice policy, has spent eight months attempting unsuccessfully to discover the scoring methodology.

"SSHRC program staff has provided at least three explanations on scoring postdoctoral applications," Wheeldon said. "None of these has adequately shown how evaluation committees weigh various criteria within the competition. The latest explanation – provided only after my failed attempt to ap-

peal my score – is not the same as the information currently provided to future applicants for a post doc grant."

Based on previous case law, as long as a funding agency provides adequate reasons for a decision, there is little recourse for failed applicants. Wheeldon says, but SSHRC only provides two scores with no explanation for their compilation.

"Unless applicants know how various elements are weighed and the specific evaluation criteria, they can't successfully appeal or strengthen future proposals," he said. "Unfortunately, this makes finding a non-judicial solution nearly impossible."

This is not the first time SSHRC has been challenged on the transparency of its appeal process, but as Wheeldon notes, "applicants challenging funding agency decisions have not fared well at federal court."

Legal fees alone could be tens of thousands of dollars and the court has historically given broad deference to the country's research funding organizations.

Given the increasing importance of grants, Wheeldon worries he may be ending his Canadian academic career before it begins. "I'm not arguing that I deserved funding, or that those who were successful didn't. But the process undertaken fails to meet the standard of procedural fairness required in Canada. SSHRC is a central funding platform and essential to the Canadian academic community. It can and must do better."

A 2008 SSHRC report included numerous recommendations to improve transparency, better communicate expectations and clarify selection criteria. ■

Version française à la page A8.

Dalhousie Opt's out of Turnitin.com

DALHOUSIE University has announced it will not be renewing its contract with internet-based plagiarism detection service Turnitin.com.

The university's chief information officer cited privacy concerns over the protection of student information, which can be requested from parent company iParadigms by law enforcement agencies.

As iParadigms is an American corporation, all records to which it has access are subject to government requests under the US Patriot Act, and the company is prohibited from notifying targeted individuals.

"Not only does turning student papers over to Turnitin for review make students vulnerable to American government surveillance, the company archives the papers and uses the growing number of papers in its database to market its service,"

said CAUT executive director James Turk.

CAUT has raised concerns generally about faculty and student records being stored with US-linked corporations because of privacy implications.

"It's important to note the issue is not about location and actual possession of personal information by a US entity," said Turk. "The law allows US police and security agencies access to personal information or records acquired by any US-linked corporation, whether or not the information is stored on servers in the United States."

More than 2,500 post-secondary institutes worldwide use Turnitin to check students' papers for originality, and the company boasts over 150 million archived student papers. ■

Version française à la page A4.

Appeal Court to Weigh in on UPEI's Retirement Dispute

IN a drawn-out battle over mandatory retirement, the University of Prince Edward Island has been ordered to compensate three professors after they were forced into retirement at age 65.

The PEI Human Rights Commission ruled in September that faculty members Barry Bartmann, Ronald Collins and Robert O'Rourke are owed more than \$335,000 for lost income and pension contributions, as well as general damages and costs.

According to the ruling, UPEI owes Bartmann nearly \$220,000 for

lost income from 2007 to 2010, and Collins more than \$100,000 for lost income from 2008 to 2010. Both complainants are also to receive interest on lost wages.

The third complainant, Robert O'Rourke, withdrew his claim for lost wages because he was able to find work in the interim, which offset his losses.

All three were reinstated last year in their former positions with the university, but only Bartmann remains after the others voluntarily retired in September 2010.

This is the second ruling the commission has made on the issue of mandatory retirement at UPEI, after concluding last year the university discriminated against another group of employees who were forced to retire in 2005 and 2006 at age 65.

In that decision, the commission ruled in favour of psychology professor Thomy Nilsson, sociologist professor Richard Wills, and Yogi Fell, who worked at UPEI's Atlantic Veterinary College. The university was ordered to pay the three employees almost \$700,000

for loss of income.

The university has since reinstated the three in their former positions.

UPEI suspended its mandatory retirement provisions in the aftermath of the first decision, but appealed the commission's ruling both on the findings of discrimination and amount of compensation. No payments have been made to any of the complainants.

In February 2011, PEI's Supreme Court dismissed the university's request that payout of claims be delayed until the substantive issues are

heard on appeal. UPEI had argued that if it completed the payouts and then won the court challenge, it would be difficult or impossible to get the money back.

The university has now taken the case to the PEI Court of Appeal, and has offered only to pay the ordered compensation into a bank account until the courts make a final decision.

The appeal is scheduled for hearings in November. ■

Version française à la page A4.

Forum for Aboriginal Academic Staff

11–13 November 2011 // VANCOUVER

Explore the challenges Discuss the solutions

- Recognizing and naturalizing indigenous knowledge in the academy
- The role of elders in colleges and universities
- Managing work/life balance
- Negotiating racial diversity in the classroom
- Working conditions for Aboriginal academics
- Promotion and tenure
- Next steps forward



Register before 28 October 2011
www.caut.ca/forms/aboriginalforum.html



CAREERS CARRIÈRES

be given to a scholar working in Korean language and able to complement the research and teaching needs of the faculty. The successful candidate will be responsible for conducting research and development and support for teaching and research in studies related to Korea. Salary will be commensurate with qualifications and experience. Applications must include a detailed curriculum vitae and a statement about one's research interests. Applications may be submitted online at <http://www.ubc.ca/jobs/utrcnca/>, or by mail to: Dr. Michael J. Fox, Department of English, University of British Columbia, 2212 Main Mall, Vancouver, BC V6T 1Z2, Canada. Applications will be accepted until January 31, 2011. The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority groups, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of its staff. It also offers the possibility to teach, research and live in one of the most dynamic and most cosmopolitan and culturally diverse cities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

M

■ MECHANICAL & MATERIALS ENGINEERING

University of Western Ontario Applications are invited for a tenure-track position in the area of experimental mechanics or of microstructure/mechanical property relationships in engineering materials. Materials of interest include: ductile metals and/or polymers, fatigue in intermetallics, and/or as can be related with a composite. The successful applicant's research will be either experimentally- or numerically-based but must strongly compliment the existing research efforts of Western's Department of Mechanical Engineering. The position involves teaching of micro-mechanisms of plastic deformation, modeling of the mechanical response of micro-/nano-scale devices, and manufacturing processes involving plastic forming of materials and structures. This appointment will be at the rank of Assistant Professor in the Department of Mechanical and Materials Engineering effective July 1, 2012 or as soon as possible thereafter. If qualifications and experience warrant a higher rank, application will be considered at the appointment at the Associate Professor (postdoctoral tenure track) rank. The Department of Mechanical and Materials Engineering is one of four departments in Western Engineering (<http://www.eng.uwo.ca>). The Department currently has 10 faculty members, 10 postdoctoral fellows, and 124 graduate students enrolled in the MEng, MS, and PhD programs (<http://www.eng.uwo.ca/mechanical>) and is involved in a variety of research areas. These strategic areas include: biomaterials, materials processing, tribology, transportation technologies & systems, solid mechanics & dynamics. Situated in picturesque London, Ontario, a city with a population of approximately 350,000, located at the banks of the Thames River, the University of Western Ontario is a prominent academic institution that has made a significant contribution to engineering.

F

■ PATHOLOGY — University of Western Ontario, London, Ontario. Applications are invited for a probationary position as Assistant Professor.

The University of Western Ontario, Dental Sciences Building, Room S3 4045 London, Ontario N6A 3K7, Canada (416) 661-3300 (apply online). Unsuccessful applicants are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply. However, Canadian citizens and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

PHARMACOLOGY & THERAPEUTICS (ALZHEIMER'S DISEASE) — McGill University

The Department of Pharmacology and Therapeutics at McGill University invites applications for a tenure-track faculty position in the field of Alzheimer's disease. Successful applicants are expected to have demonstrated excellence in applying novel approaches to the development and characterization of molecular targets in neurodegenerative disorders, such as in Alzheimer's disease. More specifically, experience in the fields of regulated intramembrane proteolysis (RIP), protein-protein interactions and membrane sequences of transmembrane sequences is required. Candidates are required to have initiated a successful scholarly career as evidenced by publications and presentations. The successful candidate will be appointed to the Department of Pharmacology & Therapeutics and will be expected to contribute to the departmental research and teaching missions. In order to complete the application process, candidates must submit electronically a curriculum vitae, a statement of research interests, a statement of research interests and contact information of three external referees. Applications will be accepted until November 30, 2012. Please send your application to: Gerhard.Multhaup@mcgill.ca, to the attention of Gerhard Multhaup, Chair, Department of Pharmacology and Therapeutics. McGill University is committed to diversity and equity in employment. It welcomes applications from Indigenous peoples, visible minorities, ethnic minorities, persons with dis-

POLITICAL SCIENCE — Yale University, Department of Political Science, invites applications for a social scientist trained in political science, sociology, or a related discipline, whose research and teaching address environmental issues. The successful candidate will have an outstanding scholarly record and will also demonstrate potential for collaborating with natural and physical scientists. Applications are welcome more broadly at all levels. Candidates should have teaching experience in such fields as: political parties; process; science-policy relations; international or comparative environmental governance; environmental politics and movements; and public administration. We seek interdisciplinary approaches to significant environmental challenges such as: conservation and protected area management; food security; and agriculture; urban/rural relations; urbanization; energy use; climate change; water; North-South issues; environmental security; or societal responses to risk, hazard, and pollution. The successful applicant will be invited to help develop an internationally recognized research program that involves graduate students, to work across disciplinary boundaries in a collaborative environment, and to teach both graduate and undergraduate classes. Deadline for applications is January 15, 2000. Applicants should submit a curriculum vitae, a statement of research and teaching interests, and the names and contact information of four references. Send application materials to: Search Committee, Faculty Search Office, Social Sciences, c/o Paul Mantino, Dean's Office, Yale School of Forestry & Environmental Studies, 15 Prospect Street, New Haven, CT, 06511, USA. Prior to applying,

andidates should explore the School's website (www.environment.yale.edu) and consider how their research interests, knowledge, or perspective fit with the strengths of the existing faculty at the School. Applications received by October 31, 2011 will receive full consideration.

PSYCHOLOGY – Brock University. The Department of Psychology at Brock University, St. Catharines, Ontario, invites applications for a postdoctoral position in Perception and Cognition, beginning July 1, 2012. The successful candidate will be expected to teach courses in perception, among other topics. Experience in the psychology of aging is especially encouraged to apply. This position is subject to final budgetary approval. Inquiries are directed to Dr. Michael Ashton, Chair, Psychology, 905-688-5500 x3300, www.brocku.ca. Applications to the Department of Psychology at Brock University and the Department of Psychology can be found at www.brocku.ca under "Careers." Applications must be submitted online at www.brocku.ca. A complete application should include, at least three letters of academic reference to be sent under separate cover. Review of applications will begin on October 14, 2011, and continue until the position is filled. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Brock University is actively committed to diversity and the principles of Employment Equity and invites, Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and to identify themselves as members of a designated group as members of a design group. Candidates who wish to have their application considered as a member of one or more designated groups should fill out the Self-Identification Form available at <http://www.brocku.ca/webmst/seidn105> and include the completed form with their application.

■PSYCHOLOGY – University of British Columbia. The Department of Psychology at UBC invites applications for a tenure-track Assistant Professor position in Behavioural Neuroscience, which will begin 1 July 2012. Candidates must have a PhD before commencing position. We are seeking an individual who has demonstrated research strength in one or more areas of behavioural neuroscience. Particular areas of interest include: epigenetics, behavioural genetics, developmental neuroscience, and/or neuroimaging. Interests between the immune system and behaviour and learning. Note that pre-faculty roles are not available. We are seeking an individual who has a strong commitment to teaching and a strong research record appropriate to a research-intensive doctoral program. The successful candidate will be expected to maintain a program of effective teaching, departmental service, graduate and undergraduate research supervision, and scholarly publication. The starting salary for this position will be commensurate with experience. This position is subject to final budgetary approval. The University of British Columbia bases its hiring on the basis of merit and is committed to employment equity and diversity. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents of Canada will be given priority. UBC is strongly committed to diversity and inclusion within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of any sexual orientation, gender identity, and others who may contribute to the further diversification of its faculty. To apply, please go to <http://www.ubc.ca/hr-careers/jobs/psych.html> and upload a single PDF file (containing a cover letter, CV, research statement, teaching statement, evidence of teaching effectiveness, and 3 publications) to <http://www.ubc.ca/hr-careers/jobs/psych.html>. Complete the brief form found on that webpage. Next, applicants should arrange to have at least 3 confidential letters of recommendation submitted online (details provided at above webpage). This closing date for applications is 31 October 2011.

Tenure-Track & Regular Term Appointments

Faculty of Arts



Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to nearly 18,000 students, Memorial provides a distinctive and stimulating environment for learning in St. John's, a safe, friendly city with great historic charm, a vibrant cultural life, and easy access to a wide range of outdoor activities. With over 185 regular faculty members in 16 academic departments and a wide variety of interdisciplinary major, minor and diploma programs, the Faculty of Arts offers breadth, depth and diversity. Counting around 5000 students with declared majors or minors, and with strong graduate programs, the Faculty is committed to providing solid teaching and research support to new appointees. The Faculty of Arts houses, among other units, the Institute of Social and Economic Research (ISER), ISER Books and the Digital Research Centre for Qualitative Fieldwork. It is also home to outstanding archival collections, including the Maritime History Archive, the Folklore and Language Archive and the Native Language Archive. Memorial's Queen Elizabeth II Library has excellent holdings with the most extensive collection of journals in the region. Please see <http://www.mun.ca/arts/>. Note: All applications should quote the appropriate position number as listed in each case.

The tenure-track and regular term positions listed below will normally commence July 1, 2012, subject to budgetary approval, and will be made at the rank of Assistant Professor. All positions normally require a completed doctoral degree in the appropriate discipline. A completed earned doctorate (or recognized terminal qualification in the discipline) is required for the appointee to receive the rank of Assistant Professor and to be in a tenure-track position. (If a successful candidate has not completed an earned doctorate, he/she shall be appointed to a regular term, non-renewable three-year appointment at the rank of Assistant Professor. If the candidate completes all the requirements for the doctorate during the first 24 months of the term appointment, he/she shall begin a tenure-track appointment following completion of the requirements of the degree.) Letters of application should be sent to the Head of the appropriate department, accompanied by a current curriculum vitae, a teaching dossier, the names and addresses of three persons who can supply a letter of reference, and *such additional materials as may be specified below*. The application must provide evidence of excellence in teaching and research. Applications should reach the Head no later than October 28, 2011.

Department of French & Spanish
Department of Linguistics
P.O. Box 351120, FSU, Tallahassee, FL 32306-3512

Position#: VPA-FRENCH-2011-001
The Department of Linguistics and the Department of French & Spanish are seeking a joint tenure track appointment. Qualifications are: Ph.D. (or near completion) in Linguistics, with specialization in second language acquisition and the ability to teach French as a second language as well as courses in Linguistics in both English and French. Applicants should have a record of effective teaching and conduct an active research program focusing on the acquisition of French as a second language. The successful applicant will be expected to teach French as a second language as well as a range of courses in phonology, morphology and second language acquisition at the undergraduate and graduate levels. The ability to teach both in English and in French is a must. The successful applicant will also be expected to undertake graduate supervision in either department, to maintain an active research program on the second language acquisition of French, and to contribute to administrative duties in each department. Please send a letter of application, a curriculum vitae, the names and addresses of three referees, and any supporting documents, including teaching evaluations and samples of published work, to: Dr. Marguerite MacKenzie, Head, Department of Linguistics, Memorial University of Newfoundland, St. John's, NL, A1B 3X9, Canada. Phone: (709) 864-8134; Fax: (709) 864-4000; E-mail: mackenzie@mun.ca.

Department of History
Position#: VPA-HIST-2011-001

The Department of History invites applications for a three-year regular term appointment, in the fields of 20th-century world history, the history of the Middle East, the British empire and modern warfare, with an ability to teach labour and working-class history and experience in teaching research and writing courses. The person appointed will be expected to engage in research and to teach at all levels of the undergraduate and graduate curriculum including the supervision of honours and graduate students. Applications should be directed to: Dr. Sean Cadigan, Head, Department of History, Memorial University of Newfoundland, St. John's, NL, Canada, A1C 5S7; Fax: (709) 864-2164; Email: scadigan@mun.ca.

Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Department of Religious Studies
Position#: VPA-RELS-2011-001

The Department of Religious Studies invites applications from qualified individuals for a tenure-track position in the field of Christian Thought and History. A completed earned doctorate in Religious Studies (or cognate discipline) is required or all the requirements for a doctorate except for the dissertation. The person appointed will be expected to teach all levels of the undergraduate and graduate curriculum, including a basic undergraduate course in Christian Thought and History from the First Century to the Middle Ages, to supervise honours and graduate students, and to pursue a vigorous agenda of research in his or her area of expertise. The successful candidate will also be expected to teach selected first-year courses. Qualified applicants should submit a letter of application, a curriculum vitae, a teaching dossier, a research statement, and the names and addresses of three persons who can supply a letter of reference to: Dr. Kim Ian Parker, Head, Department of Religious Studies, Memorial University of Newfoundland, St. John's, NL, Canada, A1C 5S7; Phone (709) 864-8594/8166; Fax (709) 864-8059; Email: kipa@mun.ca.

Department of Political Science

The Department of Political Science seeks to fill a tenure track position in Comparative Politics. The candidate will have begun a career in scholarly publishing. Candidates will be assessed based on their ability to carry out an independent research program that yields significant peer-reviewed publications, to compete successfully for external funding to support this research program, and to engage in effective teaching and supervision of graduate students. In addition, the appointee will be expected to teach core undergraduate and graduate Comparative Politics courses. Applications must include: 1) a letter of application; 2) a detailed curriculum vitae; 3) a statement of the candidate's ongoing or proposed research program; 4) a statement of teaching interests; 5) a sample of scholarly writing; 6) teaching evaluations or evidence of teaching effectiveness; 7) and the names and addresses of three referees. Incomplete applications will not be considered. Letters of application should be forwarded to: Dr. Lee Ashworth, Professor and Head, Department of Political Science, Memorial University of Newfoundland, St. John's, Newfoundland, Canada, A1B 3X9; Fax: (709) 864 4000; Email: hknappan@mun.ca.

CAREERS CARRIÈRES



Campus Alberta Innovates Program Chairs - Neuroscience/Prions

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta, the University of Calgary and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Neuroscience/Prions Theme to apply for nomination to a Campus Alberta Innovation Chair:

Brain Health and Dementia (U of L) Child and Youth Mental Health (U of C) Healthy Brain Aging (U of C) Structural Biology of Protein Mis-folding Diseases (U of A)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Neuroscience/Prions Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

<http://www.campusalbertainnovatesprogram.ca>.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta, University of Calgary and University of Lethbridge hire on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.



Athabasca University

Campus Alberta Innovates Program Chairs - Water

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive universities: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

Athabasca University, the University of Alberta and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Water Theme to apply for nomination to a Campus Alberta Innovation Chair:

Aquatic Health (U of L) Computational Sustainability and Environmental Analytics (Athabasca U) Hydroecology and Environmental Health (Athabasca U) Innovation Policy and Technology Translation (U of A) Integrated Watershed Management and Aquatic Ecosystem Health (U of A)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Water Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

<http://www.campusalbertainnovatesprogram.ca>.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta, Athabasca University and University of Lethbridge hire on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.



www.careers.ualberta.ca

Campus Alberta Innovates Program Chairs - Food and Nutrition

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at Alberta's four comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institution. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta invites individuals with internationally recognized academic and leadership skills in the following areas of the Food and Nutrition Theme to apply for nomination to a Campus Alberta Innovation Chair:

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

Food Security and Sovereignty

Nutrition, Microbes and Gastrointestinal Health

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Food and Nutrition Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

<http://www.campusalbertainnovatesprogram.ca>.



Athabasca University



Campus Alberta Innovates Program Chairs - Energy and Environment

In 2011, the Government of Alberta created the Campus Alberta Innovation Chairs as part of its Campus Alberta collaborative initiative. This prestigious program provides an initial sixteen research chairs at four of Alberta's comprehensive academic and research intensive institutions: Athabasca University, the University of Alberta (U of A), the University of Calgary (U of C) and the University of Lethbridge (U of L). The program is designed to recruit new research leaders to Alberta in specific areas. The Chairs are aligned with the four strategic priority areas of the Alberta Innovates Corporations and Alberta Advanced Education and Technology: Energy and Environment, Food and Nutrition, Neuroscience/Prions and Water. The value of the awards will vary from approximately \$300k to \$650k per year for seven years, depending on the nature of the research being undertaken. Academic appointments will be made at the Assistant Professor, Associate Professor or Full Professor level depending on the seniority of the individual. At the end of the seven years as Chair, appointees will assume regular faculty positions at their institutions. Chairs will be encouraged to collaborate with colleagues and may receive adjunct appointments at their sister institutions.

The University of Alberta, the University of Calgary and the University of Lethbridge invite individuals with internationally recognized academic and leadership skills in the following areas of the Energy and Environment Theme to apply for nomination to a Campus Alberta Innovation Chair:

Biochemical Applications of the Deep Biosphere Metagenome (U of C) Enhanced Geothermal Energy Systems (U of A) Interfacial Polymer Engineering for Oilsands Processing (U of A) Reservoir Biogeoscience (U of C) Terrestrial Ecosystems Remote Sensing (U of L)

We encourage applications from world leaders whose accomplishments have made groundbreaking impacts, including the application of research findings for social and economic benefit. The successful candidates must propose a program of research that demonstrates excellence, originality and innovation, and is of the highest quality. Additional requirements include a PhD and a superior record of, or demonstrated potential for, attracting and supervising graduate students and postdoctoral fellows.

How to Apply for Chairs in the Energy and Environment Theme:

Applications, including a statement of research interest, curriculum vitae and the names of three referees, should be submitted before 31 October 2011. The competition will remain open until suitable candidates are appointed. A brief description of the proposed area of investigation for each Chair, along with contact information to obtain further details, is available at:

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BOOKSHELF

COIN DES LIVRES

IN REVIEW

Lessons Learned Reflections of a University President



William G. Bowen. Princeton, NJ: Princeton University Press, 2011; 168 pp., ISBN: 978-0-69114-962-2, cloth \$24.95 USD.

Reviewed by EMÖKE SZATHMÁRY

ONE might expect *Lessons Learned* to be a long autobiographical tome given the accomplishments of its author, William Bowen (Mellon Foundation, 2011). He is a labour economist who received his doctorate from Princeton in 1958 when he was just 25 years old. He then joined the faculty of Princeton and by 1972, at the age of 38, Bowen was president of the university.

He remained in office for 16 years, at which point he left Princeton to head the Andrew W. Mellon Foundation. He held that post for 18 years. Among his many successes is the founding of JSTOR in 1995 as a not-for-profit organization to digitize scholarly journals and make them available over the internet. Bowen is also the author and co-author of some 20 books to date, almost all on issues that have confronted North American universities over the past 40 years.

Though the list of Bowen's achievements is long, his *Lessons Learned* is nevertheless, a relatively short book. The small volume focuses on challenges to higher education as they were manifest at Princeton during his time in senior administration. Accordingly,

the book includes the handling of issues that preceded his presidency during the five years that he was provost, and it draws on findings arising from studies undertaken long after he left Princeton, some of which were the topics of his books. Bowen's approach allows him to gauge the effectiveness of actions he had undertaken in the past, and thus the lessons he has learned from his choices.

Though I was curious about Bowen's reflections, I was skeptical that this book would have value for Canadian academics. After all, "Princeton is a wealthy, private, research university of high standing with a long history," as he notes on page 4, and the first two adjectives in that quotation do not apply to Canada's universities. Princeton also differs from most of its American counterparts because its undertakings are in the humanities, social sciences, natural sciences and engineering. It lacks professional faculties such as medicine and law.

Perhaps because Princeton is basically an arts and sciences university with just three professional schools, it is highly centralized — a feature more typical of Canada's primarily undergraduate institutions than of its comprehensive or medical-doctoral ones. Further,

almost a third of Princeton's students are working on advanced degrees, some 98 per cent of the undergraduate students live in campus residences, and according to the university's website, the ratio of undergraduate students to faculty is 6:1.

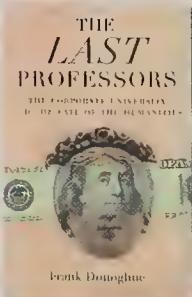
There is also one other major difference: Princeton's board of trustees (akin to a board of governors) has final authority for all matters, including major changes in admission policies. At most Canadian universities, admission criteria would fall under the ultimate authority of the academic senate, or its equivalent. In sum, the differences with Canadian universities are many, and yet the more I read the more familiar Bowen's observations became.

The most important lesson arising from this book for me is that there is a generic culture to universities. It matters not whether one is a member of a university in Manitoba, Ontario, or New Jersey, among other places. The specific culture of any given university, however, reflects its local circumstances and its history, thus Bowen's lessons are embedded in a series of stories that reflect Princeton's ethos.

See LESSONS LEARNED Page A8

IN REVIEW

The Last Professors The Corporate University and the Fate of the Humanities



Frank Donoghue. New York, NY: Fordham University Press, 2008; 180 pp.; ISBN: 978-0-82322-859-1, cloth \$70 USD; ISBN: 978-0-82322-860-7, paper \$22 USD.

Reviewed by LUCIANA MARINI-WURDEMANN

FRANK Donoghue offers a startling bleak observation of the erosion of the professoriate in American universities with a specific focus on the humanities professor. He begins his tale by asserting that this is not a new phenomenon, or "crisis" as many recent reports in the news media suggest, but rather a fairly old and well-established fact. He presents this thesis in five well-researched and documented chapters that begin with a historical look at higher education in the U.S. at the turn of the 19th century.

The author plots the gradual erosion of the humanities professor through roughly 80 years of changing social, political and economic times. He considers nearly a century worth of discussion and rhetoric to prove that corporate America and American universities have always been at odds when it comes to higher education and the bygone prestige of a liberal arts education.

Influential Americans like Andrew Carnegie suggested institutions of higher learning should adopt more of a business model and produce graduates with tangible skills who will then be employed as managers in the industrial sector. A liberal arts education was seen as useless in the corporate world and as something that needed to change. This, Donoghue explains, is the beginning of the erosion of the role of the humanities in higher education and the gradual disappearance of the humanities professor.

To further support this thesis, Donoghue examines a number of other factors that have become quasi second nature to higher education administrators both in public and for-profit institutions in the U.S., such as "pre-professionalism," (p. 40) adjunct professorship, tenure and the role of prestige in higher education. All of these factors add to the continual erosion of higher education in general with the humanities discipline and the professor paying the ultimate price.

He explores the highly competitive graduate student and adjunct professors as sub-categories of higher education labour, describing their financial compensation as irresponsible. Although he suggests a possible solution would be unionization of these vast armies of academics, he is critical of existing labour movements. Donoghue says unionization "may secure short-term victories for both groups in the form of fairer wages and benefits. [They] will not, though, stop the eventual disappearance of professors." (p. 69) Labour movements in the U.S. do not address the fundamental issues affecting the humanities and Donoghue does not offer any suggestions about how to deal with these issues.

On the subject of tenure, Donoghue dismisses the belief that with tenure comes academic freedom. He notes that although the two are linked, "academic freedom no longer packs the theoretical punch that it was meant to" (p. 73) and that public antagonism for the tenured professor has added to the list of issues modern humanists face. To add more

fuel to this fire, he also suggests that many academics romanticize their work and fail to "recognize how the tenure process works to deaden the possibility of radical freedom of expression." (p. 183)

Although some tenured professors would disagree with this assertion, Donoghue makes a rather convincing argument because of his personal perspective of these issues. Being an associate professor in the Department of English at Ohio State University, Donoghue fulfills the requirement of research in writing this book and, ironically, also proves his point.

Another fact Donoghue accepts as irrefutable is that the student has become a consumer of higher education and has attached a monetary value to a university degree. Institutions have tailored programs to meet a consumer need and only the more commercially viable programs get adequate funding.

All of these arguments unmistakably lead to the conclusion that a liberal arts education is no longer "sexy" or valuable unless one is wealthy enough to attend prestigious universities such as Harvard, Stanford and a few others. Donoghue sees a liberal arts degree from these schools as a prestigious stepping-stone towards more specialized accreditation, like law school, medical school and other professional designations. This also echoes the early assertions of the industrial giants and is a prevalent theme throughout the book.

See THE LAST PROFESSORS Page A5